

After stress: I handle stress better every time.
I was able to keep the stress from overwhelming me.
I did a good job.

Managing Feelings

Your feelings affect much of what you do. Everyone has feeling reactions because feelings are both inborn and learned. However, people differ in their awareness of their feelings and in their verbal and nonverbal expression of them. Although experts disagree about which emotions are present at birth, it is likely that newborns have three feeling states: surprise, anger, and satisfaction. If so, the wide range of feelings expressed by adults is learned during childhood through experience and from others. During childhood people also learn when, where, and how to express feelings in words. Men, for example, are often taught not to express feelings in words. Some people, on the other hand, learn to forget logic and rely only on feelings. Ideally, the processes of thinking and feeling are combined in everyday life.

Self-Advancing Feelings

Clear feelings can give us messages about what we want or need. Restlessness can tell us it is time to change; pride can tell us we have achieved something worthwhile. It is important to learn feelings of self-acceptance, confidence, optimism, and perseverance if you did not learn them when you were a child. You can learn feelings like these by paying attention to your talents and accomplishments, by saying to yourself:

You can do this if you try.
That's a good job
You have a lot of talent for this.
Keep trying. You will be able to do this.

Self-Defeating Feelings

Some feelings hinder people from exploring themselves, loving others, and learning new skills. Usually these feelings are based on nonproductive ideas, such as the following:

Everyone must like me.
I can never make mistakes.
I can make changes without planning.
The world must be fair.
I must be perfect at everything.

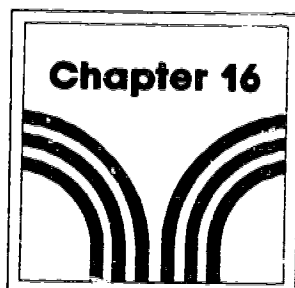
Having these kinds of expectations as a condition for allowing yourself to feel confident is self-defeating. It is very unlikely that your nonproductive ideas will materialize. Thoughts based on unrealistic expectations can lead to feelings of rejection, anger, guilt, shame, and fear. And while those feelings can be valid and even helpful when based on likely or realistic situations, they become self-defeating when based on impossibly high standards.

SUMMARY

In this section, you have learned different methods of becoming a stronger adult. Added strength is helpful when you are making changes; being strong helps in preparing for change (planning) and in maintaining changes (coping with stress). The methods outlined here can help you use the information you have about yourself and about opportunities from Sections I and II. The final key to becoming stronger is to believe in yourself and your goal. Make the success emotions part of everyday life. Try confidence, optimism, and perseverance: I can do it. I will do it. I'll keep trying until I do.

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BECOMING A LEADER



Becoming a Leader by Gathering Information

Before you begin your group, you need to find out what educational and employment opportunities are available in your area. This lays the groundwork on which the group can build their knowledge and skills.

About a month before the group begins, investigate the major schools and employers in your area so that you will be able to tell your group members generally what is available and how to get more specific information. You need not contact every single employer or educator in your entire area (especially if you live in an area with many employers and schools). But your data will be the starting point for many group members to find out more information to meet their own individual needs.

Not only will the facts themselves help your group, but also you can use what you learn from your own experience of seeking information to teach others how to do their own investigations. You will undoubtedly learn much about what questions to ask, how to ask them, whom to ask, and where information is available. You will meet valuable contact people--people who work in schools or companies and who will help you or your group members in the future.

You should begin a notebook or diary of your experiences and what you learn while you are in the information-gathering process. You can note which methods were especially successful and which failed and why. You might even jot down what you felt during various experiences so that you can help other members avoid your pitfalls and steer toward more successful methods. You should also keep a file of contact people's names, addresses, and phone numbers so that you can refer your group members to them. In short, during this information gathering phase you will be opening paths that your group members may take later.

MATERIALS

You will need a map of your state or area, index or Rolodex cards, a box or file in which to store your cards, and file folders or envelopes for organizing information you gather. Once you have defined your geographical area, you should try to locate telephone books for towns within the area. Group members may be able to provide some phone books, but your local library will also have copies. You will also need a notebook or diary to record your experiences and a pad for taking notes during interviews or phone calls.

DEFINING YOUR AREA

The first step in gathering local information is to define what you consider to be your geographical area. Be reasonable and only extend your area to places that a group member would be willing to drive for a job or school. Usually a 25-30 mile radius is about the maximum, but the more rural your area, the longer you can expect to drive. You may want to draw a circle on a map, showing your target area and noting towns within it.

GENERAL SOURCES OF LOCAL INFORMATION

To begin investigating your target area, you will need to list major schools and employers in it. Again, start a card file of names, addresses, and phone numbers.

The Chamber of Commerce and local Job Service (Employment Security Commission) will have lists of local merchants and employers and may be able to tell you which are the largest and what range and types of jobs these employers generally offer. Choose two or more of the largest employers to investigate further yourself. Later, as a group exercise, you could have other group members choose a company to investigate.

Your local libraries and telephone books are excellent sources of the names of colleges, technical institutes, universities, community education agencies, recreation departments and clubs that teach courses. (These will be listed under schools or recreation).

Some areas also have educational brokerages that have educational information. Check your phone book or library to find out if such a brokerage is available in your area. If so, you may later want to refer your group members to the brokerage.

The high schools in your area may have files that are helpful. Many schools have college catalogues, files describing the work and prospects of different jobs (career information) or even files about local employment opportunities. However, they are unlikely to know about personal growth courses. A few high schools offer career and educational guidance and placement for high school graduates as well as for current students. Even if

guidance is not available, the counselor may be willing to share information with you, so be certain to check all high schools in your area for information that may already be collected. Call the school and ask for the senior guidance counselor.

Colleges or universities in your area are likely to have counseling centers, occupational and educational files, guidance libraries, and placement offices. These are excellent sources of information and are often available to adults who are considering enrolling.

All of the resources suggested above are public service agencies. They will usually be quite cooperative in providing you with information if you

- (1) are polite, friendly, and persistent
- (2) ask clearly for what you want
- (3) are reasonable about demands for time and materials
- (4) state your reasons for wanting information briefly but clearly
- (5) express your thanks for their help.

Initially, you should make an introductory phone call or write a brief letter explaining what you are doing and what kinds of information you are seeking. Later you can follow up with an interview, a visit, or a longer telephone call. After your first contact, make an appointment with someone in the agency or group. You should also ask if there are other important people you should call in your search for information. An initial request for educational information might go something like this:

Hello, my name is _____, and I am trying to set up a guidance program for adults in our area. I will be leading a group of people who want to return to school or enter a career. Next month, we will be meeting to help each other get the skills and information we need to go back to school or work. Before the group starts, I am gathering general information about educational opportunities in this area. I am hoping that you can help me by providing some information about _____.

If you want information about careers or about job opportunities in your area, you can use the same format.

Remember that in many ways you are acting as a public relations person as well as an information gatherer for your group members. You will want to make a good impression on the people who can help or hurt your members later on.

If you feel that people you meet during this information gathering would be good contacts, ask them if you can refer group members to them later. Actually, many people will be flattered to be asked to help, but you should not refer your group members to a person unless you have first asked permission.

INFORMATION ABOUT FORMAL EDUCATION

The first step in gathering specific information about schools is to write or call the admissions or continuing education office to ask for the school catalogue of courses and admission procedures. The school catalogue will probably contain information about admission requirements, tuition and fees, support services, guidance, financial aid, and kinds of instruction offered.

You should briefly explain to the admissions officer why you want the information. Also explain that some adults in your group may want to return to school part time, go to school in the evenings, or take noncredit courses, while others will want to return full time. Ask for any additional information that the office has available on continuing education courses, part-time enrollment, evening instruction, correspondence courses, and special services for adults returning to school. You should also ask for several application forms. Finally, you can find out if the school has a special adult student counselor or contact person with whom you can talk.

Once you receive your packets of information from the schools, read them carefully to discover what additional information you need. Generally, you should have facts on admission requirements (including what admission tests are required and when and where they are given), tuition and fees, financial aid, special services and opportunities available (such as career and educational counseling for adults, day-care facilities, and programs to improve academic skills), any exceptions or exemptions made for adults returning to school, and names of contact people or counselors for adults.

Once you have read your packets and made notes about what information you still need, make an appointment with someone at the admissions office or with the special adult student counselor, if one is available. Go armed with specific questions but also allow the person to talk freely at times—you may get information you never considered requesting. Seek each person's advice about how an older adult would go about returning to school, who would be the first person to contact, and what adults can do to improve their chances of being accepted into the school. Try to assess how likely it would be for an adult to be admitted. Inquire about CLEP credit and home study opportunities.

Take notes on all important points during your interviews. Be especially careful to record the names, addresses, and phone numbers of people you are advised to contact—and then do contact them.

INFORMATION ABOUT INFORMAL COURSES AND INSTRUCTION

Locating information about informal instruction and courses not taught in a college or university will be more difficult to get. It will require some ingenuity and much persistence.

You will want to find out about as many courses offered by recreation departments, community education agencies, and commercial agencies as you can, but do not feel that you must locate every single one. You can use your group members to locate others. Once your members have decided what they want to learn, a good group exercise would be to have members locate courses. For example, if people are interested in flying lessons, they can explore possibilities by contacting airports to find out what commercial courses are offered. A person wanting to learn to knit can call yarn shops for courses. Your group members may also be aware of friends or neighbors who teach informally. You can use what you have learned during your search for informal courses to point other group members in the direction of finding more information.

Locating informal and noncredit courses will be easier if you have an educational brokerage in your area. If a brokerage is not available, you should contact your local community education coordinator. Generally, you can locate this department by calling the central administrative office of your public schools or by calling the general information number or the recreation department of your city government. Often the community education department will have a listing of all courses (noncredit) offered by schools and recreation departments in the area, but you should also call the YMCA/YWCA to locate courses they teach.

If your area does not have a community education department, you should contact your library for whatever information they have. Often libraries themselves offer courses or informal instruction. The entertainment writer, women's writer, or city editor of your local newspaper may also have a list of groups that regularly give courses.

You will need to know what courses are offered, when they are offered, what they cost, admission requirements, and what support and special services are available.

JOBS AND EMPLOYMENT

You and your group will need to locate two kinds of work-related information:

- (1) Occupational information - descriptions of unfamiliar jobs, specific information (pay, working conditions, etc.), predictions of future employment needs, training required, lists of possible jobs for a particular school major, chances of advancement.
- (2) Employment opportunities - the variety of jobs available in your area, current and future openings, jobs you can "create" for yourself.

Group members who are undecided about what jobs to seek or train for will need occupational information. Those who have chosen a field and are seeking work will require information about employment opportunities.

Occupational Information

The government has identified some 35,000 different jobs, so you are obviously not going to be able to have information available for every one. You can, however, locate some common reference books and government pamphlets and check out two or three jobs as examples for your group. For a group exercise, each member could look into a few jobs and report on

- (1) a definition of the job
- (2) what workers on that job do
- (3) common places of employment
- (4) training requirements and entry-level positions
- (5) working conditions (work with others? be supervised closely? move about? work outside? have rigid hours?)
- (6) pay expectations
- (7) local job outlook (predicted openings)
- (8) opportunities for adults, minorities, and women
- (9) advancement route
- (10) a name of a local person who has such a job

Most of this information is available from public sources. Some will come from interviews or letters to trade agencies.

Sources of information

In your public library, or school or college career guidance library, locate the reference book Occupational Outlook Handbook. This will answer points 1 through 6. You may also be able to find the name and address of a trade agency for a particular job, such as the National Education Association for teachers. Many trade agencies are listed in Appendix B. You can write the national or state headquarters for more information.

To find local job outlook predictions, you must contact state labor department officials. Some states have local information booklets about specific jobs; others have one booklet with predictions (usually for five years) of expected openings in all fields. To find this useful information, call or write:

- (1) local Job Service (Employment Security) office,
- (2) state Job Service,
- (3) state Manpower Administration or Bureau of Labor Statistics of the state department of labor, or
- (4) U.S. Manpower Administration of the U.S. Department of Labor, Washington, D.C. 20210 (ask them to tell you how to get local information).

Try these sources in the order they are listed. Your Job Service office will probably have what you need. Tell them you want local job predictions, predicted openings, or information on the local occupational outlook.

For information on affirmative action programs and general opportunities for older workers, minorities, and women, write to the national or state office of the trade agency or union (for example, the National Education Association for teachers, the United Auto Workers for factory workers in car plants). The national Chamber of Commerce in Washington, D.C., will have the address.

To find a local person who has the job you're studying, you must use many sources--your network of personal friends, professional guidance personnel, and public information sources (newspaper, Yellow Pages, library). As an example, let's say you were investigating the job of a welder. You could try the following sources:

- (1) Friends. Ask everyone you know if she/he knows a welder.
- (2) Guidance Personnel. Call your high school guidance counselor or college career counselor. Tell them you are seeking information about welders for your Community-Based Guidance group. Ask them if they have the name of a local welder. Your Job Service counselor may be able to help. Also check with the welding teacher in the area.
- (3) Public Information Sources. From these sources, you would hope to find the names of employers who hire welders so you can contact the employer. Most employers will give you the name of an employee if you explain why you want it. Once you have the names of welders, contact them to see if they would be willing to talk to any group members interested in being welders.

Interviewing workers

After your group members have studied the jobs they find interesting, encourage them to make appointments to interview the local person you have listed for each job. They should review the interviewing methods suggested for job interviews (Chapter 12) because many of the same hints apply. Have members list questions they would like to ask. Below are some ideas.

How were you trained for your job?
How do most new workers enter this field?
About how much are beginners paid? (Avoid asking how much the person you are interviewing is paid. Many workers resent this.)
What is a typical work day like?
What are the most important skills of the job?
What are some drawbacks of this line of work?
What are the chances for advancement? How does one advance?

As group leader, you should arrange to have members write thank-you notes to all workers who volunteered, even those who were not interviewed.

Jobs for a specific school major

Group members who are going to school may want to know the range of jobs they could enter with their training. They should discuss this with their teachers, with career counselors at school, and with graduates of their program.

Employment Opportunities

Chapter 12 describes how to make a job search. The group search uses the same sources (friends, placement offices, employer interviews, employment specialists) to create a job search network that can extend to every member's circle of friends and include every potential employer in the area. Because you are a group, personnel officers may be willing to talk with you about future openings. Your Chamber of Commerce may know of new firms who may be planning to locate in your area. Your group can write to these new firms. The feature editor of your newspaper or radio station may be willing to write a story about your group if you call and ask. This publicity can help enlarge your network. The larger your network, the greater your chances of locating jobs.

SUPPORT SERVICES

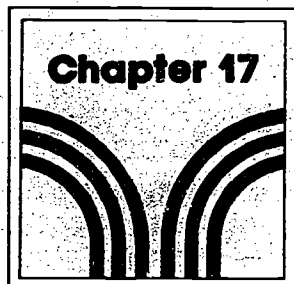
When your group gets to the stage of making plans to enter school or take jobs, some members will need information on community agencies, day-care centers, scholarships, or social services. In some areas, this information will already be collected as a directory of social services or index of social agencies. Your county may have a day care council which has a list of licensed day care centers. In the same way, the financial aid officer of your school may have a list of all scholarships and loan opportunities. In case your group is not so lucky, try the methods listed below.

- (1) Call your newspaper (city editor) or librarian and ask for a list of social agencies and their services.
- (2) Write the state department of education or social services and ask for the licensing requirements for day care centers, as well as a list of any licensed centers in your area. Also use newspaper ads and your group's social network to find persons who want to provide child care.

COMPILING THE INFORMATION

It is hard to predict how much information you will have. Our collection, for Orange and Durham Counties in North Carolina, is mainly pamphlets and catalogues. It is rarely helpful to try to retype or rewrite everything that has already been collected and printed by others. Therefore, a medium-sized cardboard file box may make the best portable "information library."

Remember, you need not compile information that is already available in your area. Use your community libraries. Also, if you have ordered materials that take time to receive, group members can split the rest of the information-gathering tasks as part of their CBG group activities. You will need to instruct them, as this chapter is not in the Participant's Guide.



Becoming a Leader by Organizing a Group

Community-Based Guidance groups can help adults who are making decisions and changing priorities. The group can offer support for changes, can provide feedback, and can make suggestions to help individual members. Some groups meet only to complete the exercises in Becoming; others continue to meet while the members are taking classes, job hunting or developing new interests.

How can you start a guidance group in your community? You will need to recruit members, gather materials, organize meetings and lead group activities. Many people reading this will automatically shy away at the thought of organizing and leading a group. However, we have found that many CBG group leaders are first-time leaders, not experienced counselors or administrators. They are leading groups not only to help others but also to help themselves. This chapter will provide ideas and skills to use in forming a group. Why not take a challenge and volunteer yourself as leader? The leader must be quite familiar with the Becoming exercises. If you are friendly and are a good communicator, you can probably lead a group.

RECRUITING MEMBERS

Your best source of members may be your circle of friends and immediate neighbors. They may be considering changes even if they have never talked to you about them. After all, does each of them know you are making plans for school or work? Simply tell your friends what you are considering and what the group could do. Show them Becoming.

If you need to look for people outside your circle of friends or if you have just moved to a new community, you can advertise to start your group.

You should write up a brief description of the group and its activities (a sample description is in Figure 1, next page) and make copies to give to the people you recruit. Try community leaders first—ministers, heads of social service agencies, agricultural extension agents, and club presidents. The counselors at the Job Service office or at your community college or high school may also know interested persons. Your local radio station and newspaper will probably make an announcement or run an article as a public service. Our experience has been that each community has several interested people who will be pleased to have you recruiting them.

A good group has six to eight members, including yourself. Try to get an even number. Talk to potential group members to see if they will be right for your group. You may prefer to limit your group to people who have much in common. It is not unusual for women, minorities, and older adults to prefer group members like themselves because of past discrimination.

When talking to people, try to find out the following information:

- (1) Does this person have a high school diploma or GED?
- (2) Do his/her goals match those of the program?
For example, is he/she exploring occupations, re-entering the job market, making a career change, re-entering school, developing skills, hobbies, and interests?
- (3) Can this person devote two to five hours a week to group meetings and homework?

GATHERING GROUP MATERIALS

The group members will each need a copy of Becoming: Participant's Guide and a packet of Extra Materials. If groups meet regularly in your community, the Extra Materials packets are reusable. You will not need a Participant's Guide because this Leader's Guide contains all the chapters from the participant's book. You should order all copies from the publisher if no bookstore in your area has the materials.

In addition to Becoming, your group will need the local information described in Chapter 17. Remember to check whether any information is gathered in a place where the group members can use it easily. If so, you can all visit that site as a group activity. To check on resources, ask if any of the following services are available in your area and if they can be used by the public:

- (1) Occupational library (often at high schools and colleges)
- (2) Educational brokerage (at colleges or public libraries)
- (3) Guidance library (at school or public libraries)

FIGURE 1

Sample Description

Community-Based Guidance Group

A group of six to eight local adults who are considering returning to school or work, changing jobs, or developing new interests will be meeting to share ideas and plan together. The book Becoming, developed especially for adult guidance, will be used. Group members will

- (1) examine values, interests, and priorities
- (2) identify skills
- (3) gather and share information about local job, school, and personal growth activities
- (4) practice job interviews and career planning
- (5) discuss issues in discrimination and the influence of changes on family members
- (6) make decisions
- (7) plan changes
- (8) provide mutual support for each other

The group will meet six times for three hours each. There is no charge, but all members must purchase their own materials (\$5.00-\$12.00).

Interested persons should call J.O. Beecham, 747-5758, by April 15.

If these services exist, you will need only to gather information on employment opportunities and support services.

If many members of your group are exploring different careers and your local high school guidance library, college library, or public library does not have the most recent Occupational Outlook Handbook, you can order it from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Ask for Document #029-001-01406-6. The Occupational Outlook Handbook costs \$8.00 in paperback. The group members can share the cost, but orders take at least three weeks to arrive and must be paid in advance.

If your group will be continuing past the six meetings for completing Becoming, you may wish to order or ask your public library to order the following magazines:

- (1) Occupational Outlook Quarterly—U.S. Government Printing Office
- (2) Worklife (\$15 yearly)—U.S. Government Printing Office
- (3) Women's Work (\$6 yearly)—1302 Eighteenth Street, N.W., Suite 203, Washington, D.C. 20036

Your group will benefit from some of the materials listed as resources in Appendix C. Talk to your librarian to see which ones are in your public library and which might be ordered for your group and for other adults in your town. As with other materials, you and your group may want to buy these resources and share the costs. The publisher's name and city are listed after the title. Your public library will have the street address of the publisher in a reference book entitled Books in Print: Titles. This is usually a two-volume book, and the addresses are in the back of the second volume.

In some cases, Community-Based Guidance groups will be led by county mental health, community service, or civic organizations that need to evaluate the outcome of the group for their final reports. Tests of self-concept, career maturity, information gain, and decisiveness have been used in developing the Becoming books. Write to Dr. Nancy Voight, School of Education, University of North Carolina, Chapel Hill, NC 27514, if you wish descriptions of these tests.

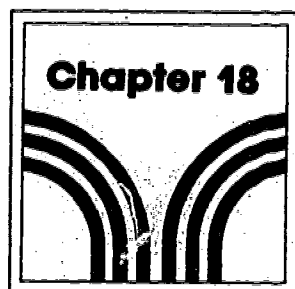
ORGANIZING MEETINGS

An informal atmosphere is probably best for your group. The meetings are not a social event, but they need not be classes, either. Your own home is a good site if you can seat six to eight persons comfortably on chairs or pillows in a small circle. Your meeting site should be quiet and private. If you use your home, you will need to be able to close the doors or ask your children to visit friends during group time. If your home or another member's home is not available, look for a church, schoolroom, agricultural extension building room, bank meeting room, or other public meeting place. The room should be secure from interruptions. Again, chairs should be arranged in circles or people can sit around a large table.

We suggest a series of six weekly meetings, two to three hours each. To finish the program in that time, members will need to read assignments at home. Of course, you can plan the number of meetings that seem right to you. About ten meetings must be held if members are not going to do homework. Also, a group that wishes to discuss exercises at length will need more time.

SUMMARY

Organizing a Community-Based Guidance group is a valuable experience for you as a leader. You can develop or use skills in publicity, planning, and gathering resources. The next two chapters will teach you some new skills in peer-group counseling methods and small-group leadership. These skills are not difficult and will prove very helpful to you in running your group.



Becoming a Leader by Learning Skills

Special skills are needed to lead a group of your peers (people who are similar to you in experience, age, and education). In a Community-Based Guidance (CBG) group, you will need to be able to help others to

- (1) feel comfortable in the group,
- (2) talk and listen to others, and
- (3) understand what they have learned.

The exercises in this chapter will help you learn or review skills in each of these three areas. Review questions at the end of key sections can help you check to be sure you learned each skill. When you know these skills, you can be confident that you can lead your group.

Trap. "Leadership" has many meanings. Some think of stern leaders who give commands and require obedience. Others think of the "natural leader" who has such a magnetic personality (charisma) that no one can resist being excited by his or her ideas. If you compare yourself to these kinds of leaders, you are bound to be discouraged and may even find yourself avoiding leadership roles. Let's face it, not everyone can be Martin Luther King or Golda Meir. In fact, these leaders might not be so great at leading your CBG group. Your group needs a leader who will help others help themselves. Focus on learning the skills of being this kind of leader instead of kicking yourself for not having charisma and power.

HELPING MEMBERS TO FEEL COMFORTABLE

Other people feel comfortable for about the same reasons you do. What would it take for you to feel at ease and relaxed in a group of people? Think for a moment and write your ideas here.

You probably had some good ideas we didn't consider, but below are some common things that may help you feel comfortable.

- (1) Others know your name.
- (2) You feel like you know everyone.
- (3) You have something in common with those present.
- (4) You feel liked and listened to.
- (5) No one judges you or thinks you strange.

The activities below will also help your group to feel comfortable.

(1) If people are unlikely to know other members' names, make name tags for them.

(2) As leader, you should always start each comment to a person with his/her name—for example, "Joe, why don't you start?"

(3) Making Rounds is a group activity used as a basis for many other exercises. To make rounds, ask someone a question. After the first person answers, the person on his or her left answers the same question. This continues around the circle until everyone has answered.

(4) Introductions is an activity used to start a group. Have the members break into pairs by assigning them (for example, "Annie and Ruth, you go together"). Each person should spend two or three minutes telling the other person about him- or herself. It takes about five minutes for each pair to finish. After three minutes, remind them to change and allow the other person to talk. Call time after five or six minutes and have everyone rejoin the circle. Then ask each person to introduce his or her partner to the group, telling the person's name and other important facts about the partner. Make Rounds with the introductions (have each person introduce his or her partner in turn).

(5) Why I'm Here is an activity also designed for the first session. It gives all members a chance to share something about themselves. Each person will summarize why the person just before him or her is here and then why he or she is here. You should start by telling people why you are here. The person to your left will summarize why you are here and why he or she is here.

The activity ends with your summarizing what the person before you said and what the group said. For example, "Sally is here hoping to change jobs. It seems many of us want new jobs, while a few want to learn about school opportunities."

(6) Group Think is used in exercises in which people are expected to brainstorm, solve problems, or think of new ideas. It has three stages:

- (a) Individual thinking
- (b) Small-group thinking (two, three, or four persons)
- (c) Larger-group thinking

First, have each person write out ideas or answers to a problem. Next, break into subgroups of two to four people to share ideas. Each subgroup should compile one list of ideas, adding to or subtracting from the individual lists, and discussing ideas. The subgroups should elect someone to speak for them and share the groups' ideas in the large group. Depending on the nature of the exercise, the group may or may not compile one large list and vote on ranking solutions.

(7) Feeling at Home. Give everyone a small sheet of paper or index card and a pencil. Ask members to write answers to the question "What does it take for me to feel comfortable talking in a group?" If this is difficult to answer, ask members to think of times when they have felt comfortable. They need not sign the cards. Then give each person a second card and have him or her write the same ideas on this card. Collect the cards separately so you have two complete piles, with one card from each person in each pile. Divide the group in half and give a set of cards to each subgroup for Group Think.

Ask each group to look at each card and pick those ideas that seem important to discuss. The subgroup should think of ways to make each idea possible. For example, one way to make "I need to trust people" possible might be for each member to promise not to tell anyone outside the group what is said at group meetings.

As the spokesperson for each subgroup reads the compiled list to the group at large, one person should list both subgroups' ideas. Members should discuss these ideas and how to make them work. You may plan new activities or make group rules from this discussion.

(8) Wrap Up at the end of every group session. Have the group sit in a circle and ask different group members to review what happened in the session. Then, starting with yourself, have each person name at least one thing he or she liked or learned that session and one thing he or she didn't like or understand. The group can then develop ways to improve group meetings.

(9) Warm Up at the beginning of each session after the first session. Have the group members discuss their homework or other experiences related to group goals. Members can Make Rounds by asking questions or making comments on what they have learned.

These nine group activities aim to make people feel comfortable in their CBG group. Four are activities you will use regularly—calling everyone by name, Making Rounds, Group Think, and Wrap Up. The other six are special activities for the first session, when people are likely to feel ill at ease.

HELPING PEOPLE TO TALK AND LISTEN TO OTHERS

You need to set a good example as a leader. You can learn to talk more clearly through a few simple rules. In listening, you want to learn to do "active listening," which involves several techniques that let people know you are really trying to understand them.

Speaking Skills

Speak for yourself. As much as possible use I-statements: sentences that start with I. This helps you to "own" your feelings and ideas and to be responsible for them. To change a statement or question to an I-statement, ask yourself, "What do I feel about this? What do I want to happen as a result?" Look at the differences between the following statements.

- (a) Poor - You make me wonder about my future.
Better - I wonder about my future when I compare myself to you.
- (b) Poor - You should have picked up the books.
Better - I would like you to pick up the books.

Give concrete reasons. When you have a reason for what you are saying, share it as clearly as possible. Usually that means explaining with an example. It is especially helpful to give concrete reasons when you are praising or questioning people. Then they know exactly what they should change or do more often to please you.

Track positives. When you answer someone or comment on ideas, it helps if you can comment positively on valuable parts of what is said.

- (a) Bill (a group member)—It seems we could get more done if we met 15 minutes earlier.

Leader—That's a good point, Bill. I think some other folks have been feeling rushed, too. How do you feel, Walt?
- (b) Janice (group member)—One problem I have is that deep down I believe I am too old to go back to school.

Leader—Janice, I think you've hit on the very fear that keeps most of us scared. I'm glad you brought it up because it's hard to believe grown women will feel right in school.

Ask open-ended questions. When you want specific information from a group member, ask closed-ended questions (those that can be answered "yes" or "no"). Examples are "Do you have a car?" or "Can you get a ride?" However, when you want people to say more than a few words or to expand some idea, ask open-ended questions or make open-ended leads. Open-ended questions start with what, where, why, when, how, who.

- (a) Poor - Did you feel good about that?
Better - How do you feel about that?
- (b) Poor - When did you finish the year?
Better - What happened next?

Open-ended statements encourage people to go on.

- (a) Tell me more about it.
- (b) I'd like to hear more about that.
- (c) I'm glad you're telling us this; go on.

Explore blocks. Sometimes when group members are talking, they will discuss ideas of being blocked. CBG groups are aimed at helping people examine their blocks to see if they can be changed. Therefore, you should try to explore the blocks.

The following key words give clues that a person is blocked:

can't, must, won't, should, ought to, everyone, no one,
couldn't, have to, must not, everything, never, always

These words are all absolutes. When an absolute blocks someone, the person may have fallen into a "trap" similar to ones discussed earlier in this book. There are several ways to help people explore these blocks.

- (a) can't, won't, must not, couldn't

Ask: "What would happen if you did?" "What keeps you from doing this?" "How did you learn not to do this?"

- (b) should, ought to, have to, must

Ask: "Who says you must?" "Have you ever known anyone who didn't?" "What would happen if you didn't?"

- (c) everyone, no one, everything, never, always

Ask: "No one ever has done that at all?" "Can you imagine anyone doing that?" "Have you ever known anyone who did?"

Speaking Skills Exercises

Reread the five lessons to be sure you know how to use each of the five skills. These exercises have sample answers noted at the end.

1. Change these you-statements to I-statements.

(a) You make me really angry. Don't do that anymore.

(b) You are doing that wrong.

(c) You should say that to everyone.

(d) Do you want others to agree with you?

2. Write clear reasons for these vague ones. You will need to make up the details. The answers will only be a guide.

(a) I'm pleased with your idea.

(b) I'm so confused.

(c) I need help.

(d) Can you change that a little?

3. Find the important parts of these comments and praise them.

(a) If only I could feel accepted by the men at the mill, I'd be willing to try a new job.

(b) I think I've finally made a decision. I'm going to learn to swim!

- (c) Do schools ever give scholarships to students over 50?

- (d) I hope next session we can bring up some of our family concerns.
I think my family is an important factor in my decision.

4. Put a check (☒) to the left of each closed-ended sentence.

- (a) ☐ Do you understand what is meant by a personality type?
- (b) ☐ I'm interested in your experience at that school. Tell me more, please.
- (c) ☐ Was it a good experience?
- (d) ☐ Did you feel out of place there?

5. Change each sentence you checked to an open-ended sentence.

6. Underline each key word for finding blocks and write questions to explore the blocks.

- (a) I can't possibly go back there.

- (b) No one was nice to me at all.

- (c) I must maintain my pride above all.

- (d) I'll never try that again.

Sample Exercise Answers

1. (a) I am angry when you do that.
(b) I think there's a better way to do that.
(c) I'd like you to say that to everyone.
(d) I'm wondering if you want others to agree with you.
2. (a) I'm pleased with your plan to start earlier.
(b) I'm so confused; I want to live at home, but all the jobs I want are in the city.
(c) I need help understanding my priorities.
(d) Can you rewrite your plan so the easiest steps come first?
3. (a) I think you've hit an important point. Acceptance is the first step.
(b) I'm glad you made a decision. You sound excited about learning to swim.
(c) Your question is one we all need to know. Can we get financial aid?
(d) I'm glad you brought up family concerns. Do others want to discuss this also?
4. (b) is an open-ended sentence.
5. (a) What is meant by a personality type?
(c) Tell us about your experience.
(d) How did you feel there?
6. (a) Can't - What keeps you from going back there?
(b) No one - There wasn't a single person who was in any way nice?
(c) Must - What would happen if you lessened your pride?
(d) Never - Can you imagine any situation that would make you try again?

Listening Skills

Attention. Each speaker in the group needs to feel he or she has something important to say. You will let people know you are listening by using attending skills.

Poor attention - listener leans back, looks at the floor or ceiling, sits back-to-back with speaker.

Better attention - listener faces speaker, looks speaker in the eye, leans toward him or her, and nods or says "uh huh" to encourage the person to continue talking.

Restatement. Restatement is the skill you will use more often. Although it sounds awkward in practice, restatement is both helpful and natural in group leadership. In most cases, you can make restatements instead of asking questions.

Basically, restatement is putting the speaker's words into your own words. Below are a statement and several sample restatements. All are examples of good restatements.

Speaker: I went to the library and looked up three jobs that I am really excited about.

- (1) You looked up three really exciting jobs?
- (2) Do you mean you know all about those jobs now?
- (3) You're saying you've learned about three jobs, and you're excited by what you've learned?
- (4) You looked up three jobs?

Reflection. Reflection is a restatement of feelings. The feelings can be those that people mention or ones they imply by their voice tone. Here is an example with the feeling word underlined. All are good examples of reflection.

Speaker: I'm scared that I'll fail, and it'll all be a waste of time.

- (1) You're feeling scared.
- (2) It's frightening to think it could all be for nothing.
- (3) Scared?
- (4) Failure really frightens you.

Listening Exercises

1. Write responses to the following sentences as though you were replying to your group members. Sample answers follow the exercise. Your answers need not match the examples exactly.

1. I'm hoping this plan will work. I think I'll be much happier.

2. Do you think this is a good idea?

3. I need to know how this will affect my family.

4. I feel discouraged. I'll never make it.

5. Isn't it terrible that day care is so hard to find?

Sample Exercise Answers

- (1) If only this would work you'd be happy!
- (2) You're wondering if I support your idea.
- (3) It's important to you to consider your family.
- (4) Discouraged?
- (5) You're a little angry that you can't find good day care.

HELPING MEMBERS UNDERSTAND WHAT THEY'VE LEARNED

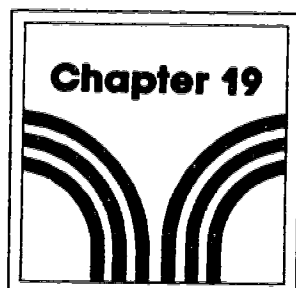
You want your group members to understand both the content and process of their group sessions. The content is the information and instructions in Becoming. Read your book carefully so that you understand the ideas and can answer questions.

To check members' understanding of group processes, stop the group when it is having trouble and when things are going quite well. Ask group members, "What are your ideas about why we're having this trouble (or doing so well)?"

Besides studying content and discussing process, you should review group sessions by keeping a journal. Some review ideas and space for writing is included in your Extra Materials packet, or you can continue the diary you kept during the information phase. It's best to write in your journal immediately after each session.

SUMMARY

To lead a group, you need certain verbal and active listening skills in addition to understanding Becoming's content. You can keep the group going well by checking group process and by reviewing each group session in your journal. In the next chapter, a sample set of group activities is described.



Becoming a Leader by Planning

Community-Based Guidance groups can be run in several different ways. In this chapter, we shall outline the method we used in North Carolina. We planned six group meetings, each lasting about two to three hours. Members completed assignments in Becoming between group meetings.

For groups that do not wish to complete assignments between sessions, at least nine to ten sessions will be needed. If your group members really enjoy talking and discussing each chapter, double the time noted for each exercise. To allow for these differences, you may want to have one group meeting to see how much people talk and to discuss how much homework they want to do. Then your group can move at its own pace and plan other meetings to suit it. If you do this, be sure to plan time for exercises to be completed in the group. Figure 2 on the next page lists the Becoming exercises and recommends those to be done by members individually, those to be done first individually and then in group, and those to be done only in group.

Whatever format you choose will be based on the needs of your group. Many groups will choose to continue meeting as a support group while members put their plans into practice. Whatever format you choose, you should plan each session by answering the following questions:

- (1) What is the goal? What should we know or be able to do at the end of this session?
- (2) What do we need as resources? Will group members need to read in advance? Do we need any books, pencils, or equipment?
- (3) What activities will reach the goal? Will exercises or group tasks be used?
- (4) How long will each activity take? How long will the session be?

ACTIVITIES

Complete the exercises in Becoming.
Do the activities described in the Leader's Guide.
Discuss new ideas.
Optional activities:

- (1) Listen to a sample tape.
- (2) Take tests to evaluate the program.

TIMING

Six sessions, roughly two to three hours each, plus two hours of homework between sessions.

FIGURE 3

Assignment Sheet for Six-Session CBG Group

<u>Session</u>	<u>Assignment</u>
First	Obtain <u>Becoming</u> and <u>Extra Materials</u> .
Second	1) Read Chapters 3, 4, 5, and 6. 2) Complete exercises in Chapter 3; complete exercises 1, 2, and 3 in Chapter 4; complete all exercises in Chapters 5 and 6.
Third	1) Read Chapters 7, 8, 9, and 10. 2) Complete exercises in Chapters 7, 8, and 9 and pages 50 to 51 in Chapter 10.
Fourth	Read Chapters 11 and 12.
Fifth	1) Write sample resume and review interviewing section in Chapter 12. 2) Read Chapter 13 and complete exercises.
Sixth	1) Read Chapters 14, 15, and 16 and complete exercises. 2) Gather information on support services.

FIGURE 2

Exercise Schedule

<u>Individual Exercises Only</u>	<u>Individual/Group Exercises</u>	<u>Group Exercises Only</u>
Personality (pp. 6-7)	Skills (#3, p. 21)	Skills (p. 22)
Values (pp. 9-10)	Priorities (p. 24)	Interviewing (p. 80)
Interests (pp. 11-14)	Total Picture (pp. 26-31)	Coping (pp. 95-98)
Skills (pp. 15-22)	Opportunities (p. 40)	
Conflicts (p. 30)	Family Changes (pp. 44-45)	
Discrimination (p. 38)	Decision (pp. 53-57)	
Information (pp. 64-67; 72-74)	Plan (pp. 88-90)	
Plan (pp. 86-88)	Supports (pp. 92-93)	

The rest of this chapter presents a sample format. You may choose to follow this plan or only use it as an example.

OVERALL PLAN

Goals

- (1) To become aware of one's personality, values, interests, skills, and priorities
- (2) To become informed about opportunities, new choices, and life styles
- (3) To learn skills in planning and decision making
- (4) To increase ideas about ways to get support while making changes

Resources

Becoming: Leader's Guide and Participant's Guide
Extra Materials packets

Local information about schools, activities, jobs

Pencils

Optional materials

- (1) job interview tapes
- (2) tests

First Session

Before Session

- (1) All members should know the purpose and cost of the group as well as the amount of time involved.
- (2) All members should have paid full fees so books could be ordered. Books are needed at this meeting.
- (3) If evaluation tests are to be given, give them before the first session. Most groups will use no tests. Test ordering is described on page 107. described on page 107.

Goal

- (1) All members will feel comfortable in the group.
- (2) All members will know what to expect from the CBG group experience.
- (3) All members will know information about themselves.

Resources

- (1) Participant's Guide and Extra Materials packet for each member
- (2) Pencils
- (3) Leader's Guide for leader
- (4) Index cards or small papers (three per member)
- (5) Assignments Sheet (Figure 3) and Overall Plan
- (6) Name tags

Activities

Time Estimate

- | | |
|---------------------------------------------------------------------------------------------------|------------|
| (1) Introductions (p. 110) | 30 minutes |
| (2) Why I'm Here (p. 110) | 20 minutes |
| (3) Feeling at Home (p. 111) | 25 minutes |
| (4) Distribute <u>Becoming</u> ; have members look through it | 10 minutes |
| (5) Have group members read Chapters 1 and 2 and complete the exercises individually | 30 minutes |
| (6) Discuss Chapters 1 and 2 | 10 minutes |
| (7) Ask members to decide how the group should proceed. The following issues should be discussed: | |
| (a) How many meetings will we have? | |
| (b) Are we likely to want to discuss each chapter a lot? | |
| (c) Shall we complete assignments at home? | |

- (d) What types of information are we likely to need? Should we divide the task of gathering our information resources?

Use Group Think (page 111) methods to solve this problem. Share the sample six-meeting-plus-homework plan with the group as an example if you choose.

- (8) Make assignments or plan next meeting.
(9) Wrap Up (page 111) discussing exercises, group comfort, and expectations of the program.

40 minutes

10 minutes

15 minutes

Assignment

- (1) Read Chapters 3, 4, 5, and 6.
(2) Complete exercises in Chapter 3; exercises 1, 2, and 3 in Chapter 4, and the exercises in Chapters 5 and 6.

Session Two

Before Session

All members should read Chapters 3, 4, 5, and 6 and complete the exercises in Chapters 3, 5, and 6 plus exercises 1, 2, and 3 in Chapter 4.

Goal

Members should know more complete information about themselves.

Resources

- (1) Becoming: Participant's Guide and Leader's Guide, Extra Materials packet
(2) Pencils

Activities

Time Estimate

- | | |
|-----------------------------------------------------|------------|
| (1) Warm Up. | 10 minutes |
| (2) Discuss interests and skills, Chapters 3 and 4. | 20 minutes |
| (3) Do exercise 4, page 22, in pairs. | 25 minutes |
| (4) Briefly discuss priorities. | 5 minutes |

- (5) Have members re-do priorities exercises (p. 24) as a group following these directions:

Using the priorities items and your budget of \$100.00, bid on one or several items in a group auction. You can serve as auctioneer and start with any item.

- | | |
|--------------------------------------------------------------------|------------|
| Discuss the exercise. | 20 minutes |
| (6) Review and discuss summary exercises (pp. 26-27) in Chapter 6. | 15 minutes |
| (7) Discuss fantasy and brainstorming exercises (pp. 27-29). | 15 minutes |
| (8) Discuss conflicts. | 15 minutes |
| (9) Plan next session and make assignments. | 10 minutes |
| (10) Wrap Up. | 10 minutes |

Assignments

- (1) Read Chapters 7, 8, 9, and 10.
- (2) Complete exercises in Chapters 7, 8, and 9 and pp. 50-51 in Chapter 10.

Session Three

Before Session

- (1) All members should read Chapters 7, 8, 9, and 10.
- (2) All members should have completed exercises in Chapters 7, 8, and 9, plus pp. 50-51 in Chapter 10.

Goal

All members should know about opening opportunities and decision-making skills.

Resources

- (1) Participant's Guide and Extra Materials packet for each member
- (2) Leader's Guide for leader
- (3) Pencils

Activities

Time Estimate

- | | |
|-----------------------------------------------------------------------------------------------------------------------|------------|
| (1) Warm Up. | 10 minutes |
| (2) Discuss discrimination (Chapter 7). | 20 minutes |
| (3) Discuss opportunities (Chapter 8). | 10 minutes |
| (4) Do opportunities exercise 2, p. 38, in pairs.
Pairs may report to the group at large and
group can discuss. | 20 minutes |
| (5) Discuss changing patterns in family life
(Chapter 9). | 15 minutes |
| (6) Do family change exercise, p. 42, with group. | 25 minutes |
| (7) Discuss individual and joint decision making
(Chapter 10). | 20 minutes |
| (8) Review and revise decision-making exercise,
p. 50, up to step 6. | 15 minutes |
| (9) If group members are gathering information, check
to see if everyone is ready for next session. | 5 minutes |
| (10) Plan next session and make assignments | 10 minutes |
| (11) Wrap Up. | 10 minutes |

Assignment

Read Chapters 11 and 12.

Session Four

Before Session

- (1) All members should read Chapters 11 and 12.
- (2) Information sources should be gathered and brought to the session by leaders and participants.
- (3) Members should meet at a library, Job Service office, or other information source.

Goal

All members should gather specific information about choices they are considering.

Resources

- (1) Participant's Guide and Extra Materials packet for each member.
- (2) Leader's Guide for leader
- (3) Pencils
- (4) All necessary information (see Chapter 16). Use as checklist.

Schools

catalogues _____
 course descriptions _____
 financial aid information _____
 applications _____
 support services list _____

Job Information

Occupational Outlook Handbook(s) _____
Extra Materials - Occupations Finder _____
 occupational files (if available) _____
 local occupational outlook (if _____
 possible _____

Job Seeking

phone books _____
 Chamber of Commerce list _____
 want ads _____
Occupational Outlook _____
Handbook _____

local occupational outlook _____
 Civil Service openings _____
 application procedures for Civil _____
 Service jobs _____

ActivitiesTime Estimate

- | | |
|--------------------------------------------------------------------------------------------------------------------------|------------|
| (1) Warm Up. | 10 minutes |
| (2) Discuss information sources and demonstrate how to use them. | 5 minutes |
| (3) If members are looking for different information, break into subgroups for school, job information, and job seeking. | 3 minutes |
| (4) Study information and complete information exercises in Chapters 11 and/or 12. | 1 hour |
| (5) Complete decision making exercise in Chapter 10. | 30 minutes |
| (6) Discuss information gathering process and decision making process. | 20 minutes |
| (7) Plan next meeting and make assignments. | 10 minutes |
| (8) Wrap Up. | 10 minutes |

Assignments

- (1) Members who wish should continue to seek information.
- (2) Job seekers should register at Job Service and begin to get Civil Service rating.
- (3) All members should write a sample resume and review interviewing section in Chapter 12.
- (4) Members should read Chapter 13 and complete exercises.

Session Five

Before Session

- (1) All members should write a sample resume and bring it to this session.
- (2) All members should read interviewing section in Chapter 12.
- (3) All members should read Chapter 13 and complete planning exercises.

Goal

- (1) Members will review decisions and plans.
- (2) Members will practice interviewing skills and receive feedback on resumes.

Sources

- (1) Participant's Guides, Extra Materials packets, and Leader's Guide
- (2) Interviewing sample questions (Figure 4)
- (3) Pencils
- (4) Sample interviewing tape, if desired (video- or audio-tape recorder)
- (5) Member resumes

Activities

Time Estimate

- | | |
|--------------------------------------------------------------------------------------------------------------------------|------------|
| (1) Warm Up. | 10 minutes |
| (2) Review decisions - Make Rounds with "I've been thinking about my decision to _____ and I am feeling _____ about it." | 15 minutes |
| (3) Discuss plans and rate each others' (p. 84) in groups of three. Revise plans as necessary. | 40 minutes |
| (4) Compare and revise resumes in groups of three. | 20 minutes |
| (5) Practice interviewing in groups of three: | |
| (a) The three are interviewer, applicant, and rater in turn. | |
| (b) Interviewer uses sample questions from Figure 4 on the next page. | |
| (c) Rater gives feedback from rating sheet in <u>Becoming</u> . | |
| (d) Groups play sample tape before practice if tape is available. | |
| (e) Each should practice until interview is rated "good." | |
| (6) Discuss resumes and interviewing. Discuss first steps of plans. | 15 minutes |
| (7) Plan next meeting and make assignments. | 10 minutes |
| (8) Wrap Up. | 10 minutes |

FIGURE 4

Sample Interview Questions

- (1) What can I do for you?
 - (2) Tell me about yourself.
 - (3) Why are you interested in this company?
 - (4) Why did you choose this line of work?
 - (5) Isn't this rather unusual for a person of your age (or race or sex)?
 - (6) Describe how well you have performed in your previous jobs.
 - (7) What is your educational background?
 - (8) What type of work do you like?
 - (9) What job are you working for?
 - (10) What general pay range are you willing to work for?
 - (11) How long do you plan to work here?
 - (12) What special qualifications do you have that make you feel you will be successful in this job?
-

Assignments

- (1) Read Chapters 14, 15, and 16 and complete exercises.
- (2) Start step one of plan, if possible.
- (3) Gather information on available support services.

Session Six

Before Session

- (1) All members should read Chapters 14, 15, and 16 and complete exercises.
- (2) Participants or leader should gather information about available support services.

Goal

Members should know resources for becoming stronger.

Resources

- (1) Leader's Guide and Participant's Guide
- (2) Pencils
- (3) Index cards
- (4) Social Services Directory or lists of support service resources
- (5) Relaxation tape, if desired - on same tape as sample interview
- (6) Video- or audio-tape recorder if tape is used

ActivitiesTime Estimate

- | | |
|------------------------------------------------------------------------------------------------------------------------------------|---------------|
| (1) Warm Up including report on Step 1 of plans. | 15 minutes |
| (2) Group Think on how to get financial support, physical support, and emotional support. | 30 minutes |
| (3) Share information on local resources for support services. | 15 minutes |
| (4) Discuss coping skills (Chapter 15). | 15 minutes |
| (5) Practice relaxation (with tape if available) and discuss. | 20 minutes |
| (6) Role play stressful situations (Figure 5) using self-statements. Practice in groups of two. Use video-tape model if available. | 20-30 minutes |
| (7) Discuss self-advancing feelings. | 10 minutes |
| (8) Write self-advancing feelings statements on cards and brainstorm ways to use them. | 15 minutes |
| (9) Plan any future meetings or support strategies; identify members willing to lead future CBG groups. | 15 minutes |
| (10) Wrap Up. | 10 minutes |
| (11) Make Rounds with goodbyes and parting messages between members. | 10 minutes |

To have a successful Community-Based Guidance group, you should make a schedule that fits the needs of your group members. Feel free to develop your own exercises and activities.

FIGURE 5

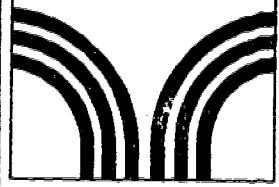
Stressful Situations

Role play these situations before the group two times each. The first time, the person who is the worker or student should think negative thoughts ("I can't do this. I'll really mess this up"). The second time the worker or student should practice self-advancing statements ("I can handle this. I'll just relax"). Discuss the differences. Practice making positive self-statements until each member can role play confidently.

Situations

- (1) You have been out of school several years and must take the SAT entrance exam. Pretend you are opening the test booklet.
- (2) You are an older adult taking ballet lessons at the community college and find that all the other students are thin, under 20, and took ballet together the last semester. You are in class and don't understand the teacher's first instruction. (You may get another group member to play instructor.)
- (3) You are going for a job interview you want. (You may ask another person to play interviewer.)
- (4) You are being criticized for a mistake at work. (Ask a group member to play your supervisor.)
- (5) You are an overworked student and have several assignments due. Feeling tense and discouraged, you sit down to work.
- (6) You are an older adult who wants to study music appreciation for fun and personal growth. No course is available. You have gathered names of other interested people and are going to the community education director to ask that the course be taught.
- (7) After a long day, you are tired and tense. Your car has a flat tire in the rain, and you get wet fixing it. You have company coming for dinner in 40 minutes, and the meat is still frozen. Your dog goes out for a walk and runs away after a strange cat. What do you do?
- (8) You are a woman who takes a job and finds she is not being paid the same wages as a man hired at the same time for the same job. You are discussing this with a friend. (Pick a group member to play your friend.)

Chapter 20



Becoming More Knowledgeable

The members of your CBG group may be interested in leading groups of their own. In this way, information about school and jobs will spread throughout your community. If every member would share the information with at least two other friends and the friends would share with other friends, information about adult learning, personal growth, and career development could pyramid to cover nearly everyone in your area. We call this the Tupperware-Party effect. It is also quite possible for a service club or other group to offer a series of Community-Based Guidance group meetings on a regular basis.

The Extra Materials packets can be reused by the next groups if copies are made of the pink Decision Grid. Each packet has two of these and only one is needed for each person. The Occupational Outlook Handbook, sample tapes, and other materials can also be sold to other groups.

We are sincerely interested in the outcome of your group and the way CBG is used in your community. Write or call us with suggestions or sharing experiences.

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Appendix A

LAWS THAT PROHIBIT DISCRIMINATION

Title VII of the Civil Rights Act of 1964 (amended in 1972)

An employer cannot discriminate in hiring, training, firing, promotions, wages, layoffs, disciplinary actions, benefits, or privileges solely because of RACE, COLOR, RELIGION, SEX, or NATIONAL ORIGIN.

Not all employers are covered by Title VII. These are: private employers of 15 or more persons, public and private schools, state and local governments, public and private employment agencies, labor unions with 15 or more members, labor-management training committees.

Write to: Equal Employment Opportunity Commission
2401 E Street N.W.
Washington, D.D. 20506

Equal Pay Act of 1963 and 1972

An employer must pay MEN and WOMEN equal pay and overtime pay for equal work requiring equal skill, effort, and responsibility. The work does not have to be identical.

Not all employers are covered by this law. These are: employers who sell more than \$250,000 in goods or services per year, laundries, dry cleaners, clothing repair workers, hospitals, nursing homes, public and private schools, private household workers and baby sitters.

Write to: Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Age Discrimination in Employment Act

An employer cannot discriminate on the basis of AGE against any person between the ages of 40 and 65 in hiring, firing, promotion, or benefits.

Not all employers are covered. The law applies to employers of 20 or more workers, employment agencies, federal and state governments, and labor unions of 25 members or more.

Write to: Wage and Hour Division
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Executive Order 11478

The Federal government, government-owned corporations, or Indian tribes cannot discriminate in employment because of RACE, COLOR, SEX, RELIGION, or NATIONAL ORIGIN.

Write to: U.S. Civil Service Commission
1900 E Street, N.W.
Washington, D.C. 20415

Executive Order 11246

Federal contractors and subcontractors cannot discriminate in employment because of RACE, COLOR, SEX, RELIGION, or NATIONAL ORIGIN. To find out if your private employer is covered, ask if they have any government contracts.

Write to: Office of Federal Contract Compliance Programs
U.S. Department of Labor
Washington, D.C. 20210

Title IX of the Education Amendments of 1972

Schools and colleges that receive federal aid may not discriminate against a student on the basis of SEX. Schools must allow participation in all activities and classes.

Write to: Office of Civil Rights
Department of Education
Washington, D.C. 20201

Title VI of the Civil Rights Act of 1964

A school or university cannot discriminate on the basis of RACE, COLOR, or NATIONAL ORIGIN in selection, services, financial aid, or other benefits.

Only schools receiving federal aid are covered. This includes most schools.

Write to: Office of Civil Rights
Department of Education
Washington, D.C. 20201

Appendix B

Trade Agencies

<u>Occupation</u>	<u>Organization and Address</u>
Accountants	American Institute of Certified Public Accountants, 666 Fifth Ave., New York, NY 10019
Actors and Artists	Associated Actors and Artists of America, 165 W. 46th St., New York, NY 10036
Actuaries	Society of Actuaries, 208 S. LaSalle, St., Chicago, IL 60604
Advertising Workers	American Advertising Federation, 1225 Connecticut Ave., NW, Washington, DC 20036
Aircraft Industries	Aerospace Industries Association of America, 1725 DeSales St., NW, Washington, DC 20036
Airline Workers	Air Transport Association of America, 1000 Connecticut Ave., Washington, DC 20036
Architects	American Institute of Architects, 1735 New York Ave., NW, Washington, DC 20036
Architects, Landscape	American Society of Landscape Architects, 1750 Old Meadow Rd., McLean, VA 22101
Astronomers	American Astronomical Society, 211 Fitz Randolph Rd., Princeton, NJ 08540
Bakers	American Bakers Association, Suite 650, 1700 Pennsylvania Ave., NW, Washington, DC 20006
Bankers	American Bankers Association, 90 Park Ave., New York, NY 10016
Barbers and Beauty Operators	Associated Master Barbers and Beauticians of America, 219 Greenwich Rd., P.O. Box 17782, Charlotte, NC 28211
Bricklayers	Structural Clay Products Institute, 1750 Old Meadow Rd., McLean, VA 22101
Broadcasters	National Association of Broadcasters, 1771 N St., NW, Washington, DC 20036
Building Trades	AFL and CIO Building and Construction Trades Department, 815 16th St., NW, Washington, DC 20006
Chemists	American Chemical Society, 1155 16th St., NW, Washington, DC 20036
Chiropractors	International Chiropractors Association, 741 Brady St., Davenport, IA 52805
Coal Mining	National Coal Association, 1130 17th St., NW, Washington, DC 20036
Compositors	Printing Industries of America, Inc., 5223 River Rd., NW, Washington, DC 20016
Data Processors	Data Processing Management Association, 505 Busse Hwy., Park Ridge, IL 60068
Decorators	American Institute of Interior Decorators, 730 Fifth Ave., New York, NY 10019
Dental Assistants	American Dental Assistants Association, 211 E. Chicago Ave., Chicago, IL 60611

<u>Occupation</u>	<u>Organization and Address</u>
Dental Hygienists	American Dental Hygienists' Association, 100 E. Ohio St., Chicago, IL 60611
Dental Technicians	National Association of Certified Dental Laboratories, 1330 Massachusetts Ave., NW, Washington, DC 20005
Dentists	American Dental Association, 211 E. Chicago Ave., Chicago, IL 60611
Dieticians	American Dietetic Association, 620 N. Michigan Ave., Chicago, IL 60611
Ecology Workers	Ecological Society of America, Dept. of Botany, Southern Illinois University, Carbondale, IL 62901
Electrical Workers	International Brotherhood of Electrical Workers, 1200 15th St., NW, Washington, DC 20005
Engineers, Aeronautical	American Institute of Aeronautics and Astronautics, 1290 Avenue of the Americas, New York, NY 10010
Engineers, Agricultural	American Society of Agricultural Engineers, 2950 Niles Rd., St. Joseph, MI 49085
Engineers, Ceramic	American Ceramic Society, 4055 N. High St., Columbus, OH 43214
Engineers, Chemical	American Institute of Chemical Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Civil	American Society of Civil Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Electrical	Institute of Electrical and Electronics Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Industrial	American Institute of Industrial Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Mechanical	American Society of Mechanical Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Mining, Metallurgical, and Petroleum	American Institute of Mining, Metallurgical, and Petroleum Engineers, 345 E. 47th St., New York, NY 10017
Engineers, Radio	Institute of Electrical and Electronics Engineers, 345 E. 47th St., New York, NY 10017
Farmers	U.S. Dept. of Agriculture, Washington, DC 20250
Florists	Society of American Florists and Ornamental Horticulturists, 901 N. Washington St., Alexandria, VA 22314
Foresters	Society of American Foresters, 1010 16th St., NW, Washington, DC 20036
Forge Shop Workers	Forging Industry Association, 55 Public Square, Cleveland, OH 44113
Funeral Directors and Embalmers	National Funeral Directors Association of the U.S., 135 W. Wells St., Milwaukee, WI 53203
Geographers	Association of American Geographers, 1146 16th St., NW, Washington, DC 20036
Geologists	American Geological Institute, 1444 North St., NW, Washington, DC 20005

Occupations

Organization and Address

Hairdressers and Cosmetologists	National Hairdressers and Cosmetologists Association, 175 Fifth Ave., New York, NY 10010
Home Economists	American Home Economics Association, 1600 20th St., NW, Washington, DC 20009
Hospital Workers	American Hospital Association, 840 N. Lake Shore Dr., Chicago, IL 60611
Hotel Workers	American Hotel and Motel Association, 221 W. 57th St., New York, NY 10010
Insurance Agents	National Association of Insurance Agents, 96 Fulton St., New York, NY 10038
Jewelers and Jewelry Repairers	Retail Jewelers of America, 1025 Vermont Ave., NW, Washington, DC 20005
Laundry Workers	American Institute of Laundering, Box 940, Joliet, IL 60433
Lawyers	American Bar Association, 1155 E. 60th St., Chicago, IL 60637
Librarians	American Library Association, 50 E. Huron St., Chicago, IL 60611
Machinists, All-around	International Association of Machinists, 1300 Connecticut Ave., Washington, DC 20036
Mathematicians	Mathematical Association of America, SUNY at Buffalo, Buffalo, NY 14214
Mechanics, Refrigeration and Air Conditioning	United Association of Journeymen, Apprentices of Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., Washington, DC 20001
Medical Laboratory Technicians	Registry of Medical Technologists, American Society of Clinical Pathologists, P.O. Box 2544, Muncie, IN 47302
Medical Record Librarians	American Medical Record Association, 875 N. Michigan Ave., Chicago, IL 60611
Medical X-Ray Technicians	American Society, Radiologic Technicians, 537 S. Main St., Fond Du Lac, WI 54935
Meteorologists	American Meteorological Society, 45 Beacon St., Boston, MA 02108
Microbiologists	American Society of Bacteriology, 1913 Eye St., NW, Washington, DC 20006
Musicians	American Federation of Musicians, 641 Lexington Ave., New York, NY 10022
Nurses, Practical	National Association for Practical Nurse Education and Service, Inc., 1465 Broadway, New York, NY 10036
Nurses, Registered	National League for Nursing, 10 Columbus Circle, New York, NY 10018
Occupational Therapists	American Occupational Therapy Association, 251 Park Ave., South, New York, NY 10010
Opticians	Optical Society of America, 2100 Pennsylvania Ave., NW, Washington, DC 20037
Optometrists	American Optometric Association, 7000 Chippewa St., St. Louis, MO 63119

OccupationsOrganization and Address

Osteopathic Physicians	American Osteopathic Association, 212 E. Ohio St., Chicago, IL 60611
Painters and Paperhangers	Brotherhood of Painters, Decorators, and Paperhangers of America, 217-219 N. 6th St., Lafayette, IN 47901
Petroleum Workers	American Petroleum Institute, 1271 Avenue of the Americas, New York, NY 10020
Pharmacists	American Pharmaceutical Association, 2215 Constitution Ave., Washington, DC 20037
Photographers	Professional Photographers of America, 1090 Executive Way, Oak Leaf Commons, Des Plaines, IL 60018
Physical Therapists	American Physical Therapy Association, 1790 Broadway, New York, NY 10019
Physicians	American Medical Association, 535 N. Dearborn St., Chicago, IL 60610
Physicists	American Institute of Physics, 335 E. 45th St., New York, NY 10017
Plastic Workers	Society of the Plastics Industry, 250 Park Ave., New York, NY 10017
Plumbers and Pipe Fitters	United Association of Journeymen, Apprentices of Plumbing and Pipe Fitting Industries, 901 Massachusetts Ave., NW, Washington, DC 20001
Podiatrists	American Podiatry Association, 20 Chevy Chase Circle, NW, Washington, DC 20015
Psychologists	American Psychological Association, 1200 17th St., NW, Washington, DC 20036
Railroad Workers	Association of American Railroads, American Railroads Bldg., Washington, DC 20036
Real Estate Sales Agents	National Association of Real Estate Boards, 155 E. Superior St., Chicago, IL 60611
Recreation Workers	National Recreation and Park Association, 1700 Pennsylvania Ave., NW, Washington, DC 20006
Restaurant Workers	National Restaurant Association, 1530 N. Lake Shore Dr., Chicago, IL 60610
Retail Grocers	National Association of Retail Grocers of the United States, 360 N. Michigan Ave., Chicago, IL 60601
Secretaries	National Secretaries Association, 616 E. 63rd St., Kansas City, MO 64110
Social Workers	National Commission for Social Work Careers, 2 Park Ave., New York, NY 10016
Speech Therapists	American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, DC 20014
Teachers	National Center for Information on Careers in Education, 1607 New Hampshire Ave., NW, Washington, DC 20009
Television and Radio Workers	American Federation of Television and Radio Artists, 724 Fifth Ave., New York, NY 10022

Occupations

Organization and Address

Textile Workers

American Textiles Association, 1501 Johnston St.,
Charlotte, NC 28202

Truckers

American Trucking Association, 1616 P St., NW,
Washington, DC 20036

Veterinarians

American Veterinary Medical Association, 600 S.
Michigan Ave., Chicago, IL 60605

Welders

American Welding Society, 2501 NW 7th St., Miami,
FL 33125

Appendix C

BOOKS OF INTEREST

Job Seeking

Bolles, R.N. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career-Changers. Berkeley, California: Ten Speed Press, 1977.

Campbell, D.P. If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Niles, Illinois: Argus Communications, 1974.

Crystal, J.C., and Bolles, R.N. Where Do I Go From Here with My Life? New York: Seabury Press, 1974.

Department of Labor. A Working Woman's Guide to her Job Rights. Washington, D.C.: U.S. Government Printing Office, 1975.

Jackson, T. Twenty-eight Days to a Better Job. New York: Hawthorne Books, 1977.

Jackson, T., and Mayleas, D. The Hidden Job Market. New York: Quadrangle Books, N.Y. Times Co., 1976.

Lembeck, R. 1001 Job Ideas for Today's Woman: A Checklist Guide to the Job Market. New York: Doubleday, 1975.

Returning to School and School Skills

The American College. Test Wiseness: Test-Taking Skills for Adults Returning to School. New York: McGraw-Hill, 1978.

Apps, J.W. Study Skills for Those Adults Returning to School. New York: McGraw-Hill, 1978.

Bandt, P.L., Meara, N.M., and Schmidt, L.D. A Time to Learn: A Guide to Academic and Personal Effectiveness. New York: Holt, Rinehart, and Winston, Inc., 1974.

Blaze, W., et al. Guide to Alternative Colleges and Universities: A Comprehensive Listing of Over 250 Innovative Programs. Boston: Beacon Press, 1974.

Cecchetini, P.A. McGraw-Hill Self-Study Manuals for CLEP. New York: McGraw-Hill, 1978. Manuals available for psychology, sociology, humanities, business management, and natural sciences.

Cogne, J., and Hebert, T. This Way Out: A Guide to Alternatives to Traditional College Education in the United States, Europe, and the Third World. New York: E.P. Dutton, 1972.

College Entrance Examination Board. CLEP General and Subject Examinations: Descriptions and Sample Questions. Princeton, N.J.: CEEB, Box 1824. Revised yearly.

Gerow, J.R., and Lyne, R.D. How to Succeed in College: A Student Guidebook. New York: Charles Scribner's Sons, 1975.

Houle, C.O. Continuing Your Education. New York: McGraw-Hill, 1964.

Lenz, E., and Shaevitz, M. So You Want to Go Back to School: Facing the Realities of Reentry. New York: McGraw-Hill, 1977.

Nieves, L. College Achievement through Self-Help: A Planning and Guidance Manual for Minority Students. Princeton, N.J.: Educational Testing Service, 1978.

Splaver, S. Nontraditional College Routes to Careers. New York: Simon and Schuster, 1975.

Strunk, W., Jr., and White, E.B. The Elements of Style. New York: Macmillan, 1973.

Thatcher, R. Academic Skills: A Handbook for Working Adults Returning to School. Ithaca, N.Y.: Cornell University, New York State School of Industrial and Labor Relations, 1975.

Waller, M., and Beach, M. Making It in College. New York: Mason/Charter, 1976.

Assertion Training

Alberti, R.E., and Emmons, M.L. Stand Up, Speak Out, Talk Back! New York: Pocket Books, 1976.

Bower, S.A., and Bower, G.H. Asserting Your Self: A Practical Guide for Positive Change. Reading, Mass.: Addison-Wesley Publishing Company, 1976.

Fensterheim, H., and Baer, J. Don't Say Yes When You Want to Say No. New York: Dell, 1975.

Galassi, M.D., and Galassi, J.P. Assert Yourself: How to Be Your Own Person. New York: Human Sciences Press, 1977.

James, M., and Jongeward, D. Born to Win. Reading, Mass.: Addison-Wesley Publishing Company, 1971.

Marris, L. G. Womanpower: A Manual for Workshops in Personal Effectiveness. Cranston, R.I.: The Carroll Press, 1977.

Maultsby, M.C., Jr. Help Yourself to Happiness. Boston, Herman Publishing Company, 1975.

O'Neill, N., and O'Neill, G. Shifting Gears. New York: Avon Books, 1975.

Paulsen, K., and Kuhn, R. (eds.). Woman's Almanac: Twelve How-to Handbooks in One. Philadelphia: J.B. Lippincott Company, 1976.

Scholz, N., Prince, J., and Miller, G. How to Decide: A Guide for Women. Princeton, N.J.: College Entrance Examination Board, 1975.

Williams, R.L., and Long, H.D. Toward a Self-Managed Life Style. Boston: Houghton Mifflin Company, 1975.

Books to Consult—Reference Books

Cass, J., and Birnbaum, M. Comparative Guide to Two-Year Colleges and Career Programs. New York: Harper & Row, 1976.

Cass, J., and Birnbaum, M. Comparative Guide to American Colleges. New York: Harper & Row, 1975.

Doster, W.C. (ed.). Barron's How to Prepare for the College-Level Examination Program. New York: Barron's Educational Services Inc., 1973.

Gruber, E.C., and Bramson, M. Scholastic Aptitude Test for College Entrance. New York: Monarch Press, 1976.

Hegener, K.C. (ed.). Peterson's Annual Guide to Undergraduate Study, 1978. Princeton, N.J.: Peterson's Guides, 1977. Revised yearly.